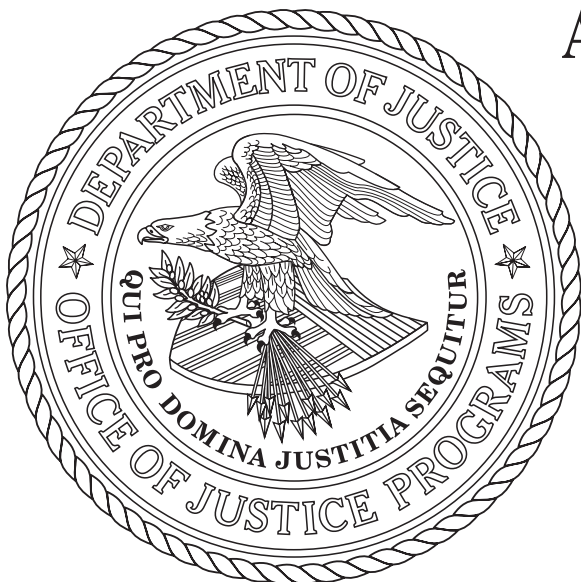


The Police Corps



**Annual Report to the President,
the Attorney General, and
the Congress**

Calendar Year 2003

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The Police Corps

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Calendar Year 2003

Message From the Director

Although national security remains a priority for the nation and its citizens, we are mindful of the need to keep local neighborhoods and communities safe as well. The Police Corps program is one way to do this. Founded on the belief that higher education and rigorous training, which emphasize character and leadership, offer the best preparation for the increasingly complex work of policing, the Police Corps continues to turn out high caliber graduates who are dedicated to community policing.

Despite a number of budgetary challenges in 2003, the Police Corps had many accomplishments at both the national and state levels. The states continued to provide quality training through classroom teaching, “real-life” training scenarios, and community service projects. Nationally, program accomplishments include conducting performance surveys, initiating state assessment visits, and incorporating Police Corps training techniques into other law enforcement training academies. These successes, along with our goals for the future, illustrate our commitment to continue to work with state and local law enforcement to ensure the safety and security of this country’s citizens.

Michael J. Costigan
Director
Office of the Police Corps and Law Enforcement Education
U.S. Department of Justice

The Police Corps—2003

Purpose

To address violent crime by increasing the number of police with advanced education and training who serve on community patrol; and

To provide educational assistance ... to students who possess a sincere interest in public service in the form of law enforcement.

- 42 U.S.C. § 14091

Core elements

Educational assistance. The Police Corps provides scholarships on a competitive basis to students who agree to earn bachelors' degrees, complete Police Corps training, and then serve at least four years as patrol officers with state and local law enforcement agencies in areas of great need. Students may attend an institute of higher education in any state.

Rigorous, residential Police Corps training. The Police Corps funds states to develop and conduct 16 to 24 weeks of intense, innovative basic law enforcement training for Police Corps participants. Police Corps training goes well beyond typical recruit training in both depth and scope, meeting and exceeding existing state requirements.

Service on community patrol. Following Police Corps training, Police Corps participants serve a minimum of four years as sworn officers with local and state law enforcement agencies in areas of great need. Wherever feasible, Police Corps officers serve on patrol.

The Police Corps



Education

Up to \$15,000 toward a bachelor's degree or graduate study



Training

Sixteen to 24 weeks of intense, residential Police Corps training—stipend of \$400 per week



Service

At least four years as an officer on community or preventive patrol



Support for Local Law Enforcement

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Overview of the Police Corps During Calendar Year 2003

Calendar year 2003, much like 2002, was a year of challenges for the Police Corps. In 2001 and earlier, the program annually admitted additional states, and was able to accept essentially all individual applicants who met the stringent admission standards. At the national level, the Office of the Police Corps and Law Enforcement Education (Office of the Police Corps) put priority on raising awareness of the program, while state Police Corps concentrated on enhancing recruitment.

During 2002 and 2003, budgetary constraints obliged the Office of the Police Corps to deny funding to states interested in establishing new state Police Corps, to restrict the activities of certain participating states, and to restrict the number of participants accepted to the program. The Police Corps began 2003 with 27 participating states and several more expressing interest. The program concluded 2003 without further growth.

Even with the budgetary challenges, the Police Corps program made significant strides during 2003. Twenty-one states conducted Police Corps academies during the year, training recruits from all 24 participating states. As a result, the number of Police Corps officers serving on the streets of

America's communities grew substantially over the course of the year, as did the number of law enforcement agencies participating in the program. At year's end, 1200 Police Corps officers were serving throughout the nation, with over 229 additional participants in college or training, preparing to join them.

In 2003, the Police Corps also made progress on the following key aspects of the program:

- ◆ Evaluate up to five state Police Corps training programs using peer assessment teams; on specific training principles developed in 2002 built upon the Police Corps Guidelines for Training.
- ◆ Sponsor a formal assessment by an independent contractor of the effectiveness of Police Corps officers in the field.



- ◆ Enhance the terrorism prevention and response training provided in Police Corps academies.
- ◆ Evaluate the feasibility of incorporating successful Police Corps training techniques in state and local law enforcement academies.
- ◆ Standardize and separate educational assistance and stipend costs from training expenses.

In addition, the program established one goal for calendar year 2004:

- ◆ Encourage and track state matching funds.



Police Corps Background

The Police Corps, created by the Violent Crime Control and Law Enforcement Act of 1994, addresses violent crime by helping state and local law enforcement agencies increase the number of officers with advanced education and training who are assigned to community patrol. The program does this by offering federal education assistance (or scholarships) to college students and/or college graduates who agree to earn their bachelors' degrees, complete approved Police Corp training, and serve as patrol officers for at least 4 years.

The federal Police Corps program uses Interagency Agreements to award funds to state Police Corps programs. During 2003, expenditures for state programs fell into one of two categories:

1. Costs of Police Corps training and other costs associated with program administration, including staff, such as program directors, trainers, and support personnel; facilities; equipment; applicant testing; recruit housing, meals, and stipends; and expenses associated with recruiting.

2. Costs of educational assistance for college.

Expenditures in 2003 also included modest payments (typically \$50,000) to participating states, which lead agencies could use to defray a portion of the costs associated with outreach and administration of the educational assistance component of the program.

Congress appropriated \$30 million for the Police Corps in fiscal years (FY) 1999 and 2000, and \$29.5 million for FY 2001. The appropriation for FY 2002 was \$14.435; \$15 million was appropriated in both FY 2003 and 2004. The President requested an appropriation of \$30 million for FY 2005.

The Office of the Police Corps is a component of the Office of Justice Programs (OJP), U.S. Department of Justice. Calendar Year 2003 represents the program's fifth full year of operation at OJP. Prior to December 1998, the Police Corps was administered through the Office of Community Oriented Policing Services.





Scholarships for Children of Fallen Officers

Police Corps scholarships are available to dependent children of law enforcement officers killed in the line of duty in states with Police Corps programs. These scholarships carry no service or repayment obligation. An eligible student may receive up to a total of \$30,000 (the amount was changed to \$15,000 in February 2004) for undergraduate study at any accredited institution of higher education in the United States.

As of the end of 2003, the Office of the Police Corps had provided scholarships to 56 dependents of fallen officers from the following states:

Alaska	Indiana	Nevada
Arizona	Kentucky	North Carolina
Arkansas	Maryland	Oregon
Connecticut	Missouri	Texas
Georgia	Mississippi	Wisconsin

Accomplishments of 2003:

Participation in the Police Corps

States with Police Corps Programs

During 2003, 27 states actively participated in the Police Corps program. Of these, 21 were funded for full operations including testing,

selection, and training and 6 received support for more limited programs, such as testing and selecting participants to receive training in another state before returning to complete 4 years of service. Budgetary limitations precluded the Office of the Police Corps from accepting any new states during 2003.

Police Corps Programs as of December 2003

Alaska*	Mississippi
Arizona*	Missouri
Arkansas	Nevada*
Colorado	North Carolina
Connecticut*	Ohio*
Florida	Oklahoma
Georgia	Oregon
Illinois	South Carolina
Indiana	Texas
Kentucky	Utah
Maryland	Virginia*
Massachusetts	Washington
Michigan	Wisconsin
Minnesota	

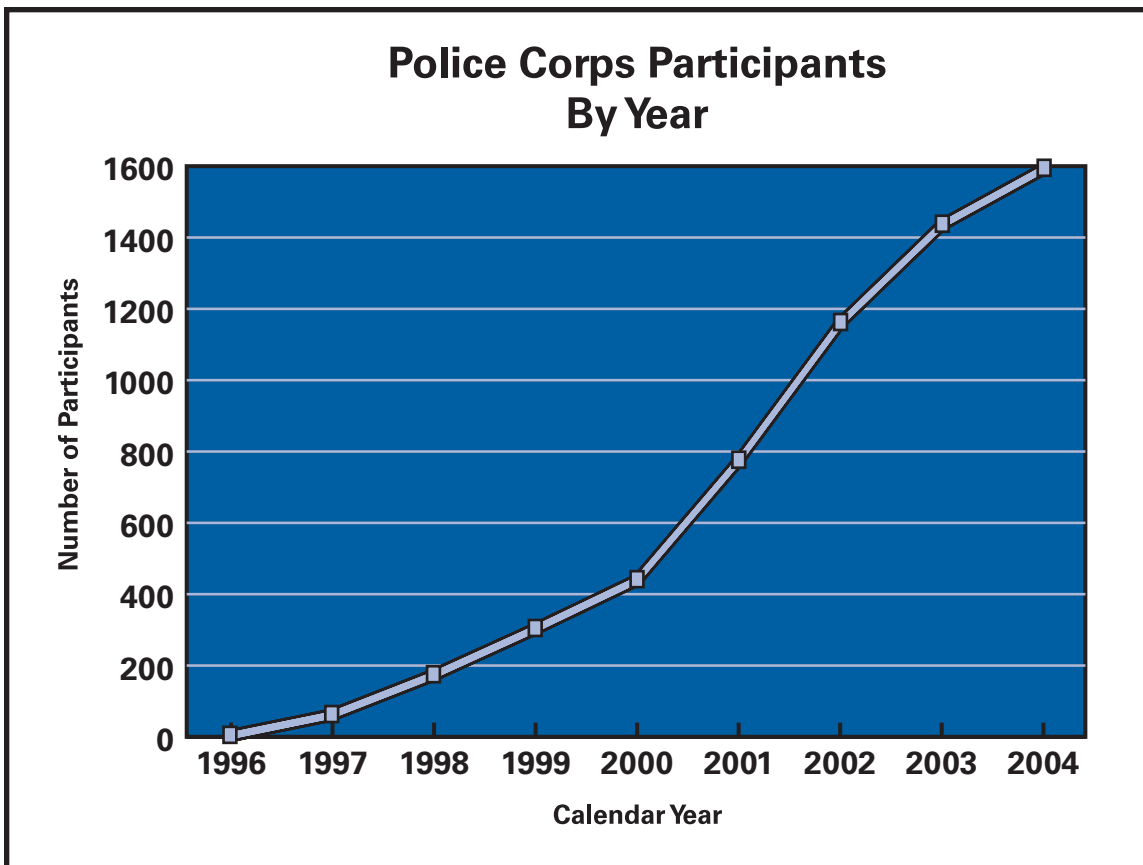
*Funded for limited program only

Total Police Corps Participants and Participants in College

Under the Police Corps Act, the Police Corps is open to students of all races, ethnic backgrounds, and academic majors. Family income and resources are not considered. Students apply to the state in which they wish to serve, regardless of where they attend college. Recent college graduates are also eligible to apply. During 2003, a participant accepted to the Police Corps became eligible for up to \$30,000 in educational assistance toward the costs of a bachelor's degree or graduate study. In early 2004, due to budget limitations, this amount was reduced to \$15,000 so that all participating states could continue in the program.

Admission to the Police Corps is a competitive process. First, state Police Corps programs evaluate applicants using demanding selection standards and tests. Next, top-ranked applicants are reviewed by eligible law enforcement agencies in light of their own hiring standards. In essence, Police Corps participants must satisfy two distinct sets of criteria: the selection standards of the state Police Corps and the hiring standards of the agency with which they intend to serve.

As the following chart demonstrates, interest and involvement in the Police Corps have



grown steadily since the program's inception in late 1996, and continued to do so during 2003. At the beginning of the year, the Police Corps had approximately 1,425 participants, in approximately 450 different public and private

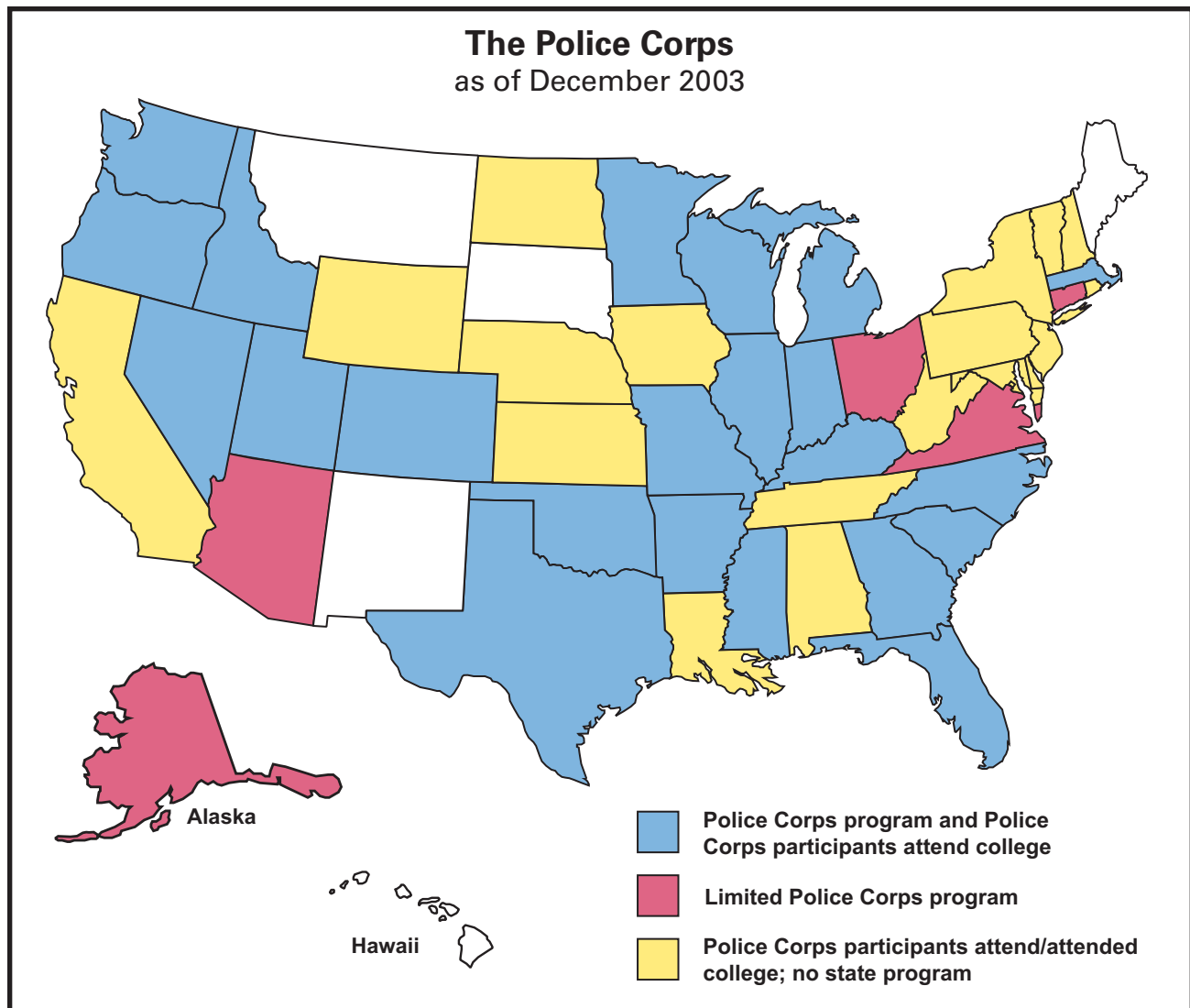
non-profit colleges. By the end of the year (December 31, 2003), the program had 1,597 participants, including 229 attending college as undergraduates. (See Appendix 2, Status of Police Corps Participants as of December 2003.) Women accounted for 16.5 percent of all participants at year end; racial and ethnic minorities accounted for about 13 percent.

Deputy Scott Griffith (class of 2003) of the Kalkaska County Sheriff Department, was fired on and injured by a suspect. Deputy Griffith returned fire and disabled the suspect, who was taken into custody. Deputy Griffith credited his Police Corps training with saving his life.

Michigan Police Corps

Because Police Corps participants may attend college in any state, a significant number attend (or attended) colleges in states that do not yet formally participate in the Police Corps. The 1,597 participants in the Police Corps at the close of 2003 represent approximately 444 different public and private non-profit colleges in 47 states.

The map on the next page summarizes the different levels of state involvement in the Police Corps at the close of 2003.



Serving Police Corps Officers and Participating Law Enforcement Agencies

Once a Police Corps participant completes his or her bachelor's degree and Police Corps training, the 4 years of required service begin. Police Corps participants must start on patrol and, wherever feasible, must serve all 4 years on community and preventive patrol. Typically, Police Corps participants become police officers or sheriffs' deputies with local agencies in areas that have a special need for additional police officers. In larger agencies that serve a range of

communities, Police Corps participants are expected to be deployed to the challenging beats where they can be most effective. At present, no more than 25 percent of a state's participants may be assigned to statewide agencies.

The agencies selected to participate in the Police Corps can be crucial to the success of a state program. Ideally, participating agencies should represent significant need, support the Police Corps goal of expanding and enhancing basic recruit training, and be willing to work cooperatively with the state program as Police Corps officers move through their years of service.

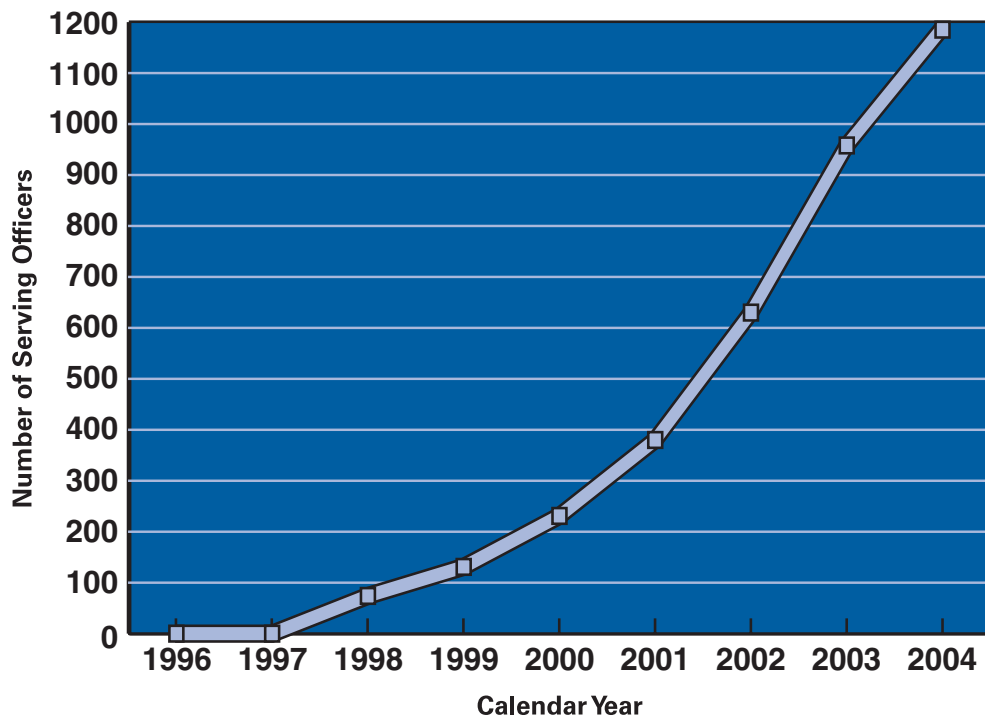
States with Serving Police Corps Officers as of December 31, 2003

Arizona	Maryland	Oklahoma
Arkansas	Massachusetts	Oregon
Colorado	Michigan	South Carolina
Florida	Minnesota	Texas
Georgia	Mississippi	Utah
Illinois	Missouri	Virginia
Indiana	Nevada	Washington
Kentucky	North Carolina	Wisconsin

During 2003, the number of Police Corps officers on the streets of the nation increased significantly, as did the number of law enforce-

ment agencies employing them. At the start of the year, about 1,000 Police Corps officers were serving in 24 Police Corps states. By the

Serving Police Corps Officers By Year



end of the year, nearly 1,200 Police Corps officers were on the streets in 26 states.

At the start of 2003, Police Corps officers were serving with 350 law enforcement agencies. By end of the year, the number of participating agencies had jumped to more than 440.

Police Corps Officers Serving Beyond 4 Years

Under the Police Corps Act, Police Corps participants may, but need not, remain in policing after they serve 4 years. During 2003, the Police Corps' seventh full year of operation, the third contingent of Police Corps officers, sworn in during 1999, completed their 4 years of required service to the nation. Officers in Kentucky, Maryland, Michigan, Mississippi, Missouri, North Carolina, Oregon, South Carolina, and Utah achieved this distinction. Nearly all remain in law enforcement.

I have always been impressed with the highly professional staff and the caliber of training that is provided to the cadets. Over the years as law enforcement needs change, the Missouri Police Corps has responded to meet those new challenges and training requirements of our profession.

Chief Richard Baker
Farmington, MO, Police Department

Recognition for Police Corps Officers

Like 2002, serving Police Corps officers received numerous commendations and awards during 2003, including officer of the year, officers of the month, and an exceptional merit award and several graduates received promotions within their agencies. In addition, many

academies' community service activities received recognition from citizens and community leaders alike. The promotions and honors are discussed in the following section. Not surprisingly, state Police Corps programs also received excellent feedback on Police Corps officers throughout the year. This feedback is discussed in the section of this Report titled "Performance Surveys."





Accomplishments of 2003:

Police Corps Training

Before joining a law enforcement agency and beginning service as a patrol officer, each Police Corps participant must complete 16 to 24 weeks of rigorous, residential Police Corps training. All training must satisfy both the pertinent state requirements and the *Police Corps Guidelines for Training*.

Police Corps academy training places a heavy emphasis on leadership, integrity, fitness, effective communication, understanding the social context of crime, problem solving in multicultural settings, and commitment to the principles embodied in the Constitution, including respect for the dignity of all people.

During 2003, 24 states conducted Police Corps training, and their accomplishments are described below.

State Training Activities

Alaska

Calendar year 2003 was a pivotal year for the Alaska Police Corps as the state joined the Washington State Police Corps to create a regional academy and co-instruct students from both states. The curriculum received certification from the Alaska Police Standards Council, which makes Academy graduates eligible for certification as peace officers in Alaska. Moreover, the Alaska director worked hard to ensure that the regional academy provided Alaskan recruits with instruction specific to the state.

Because recruitment continues to be a challenge for the Alaska Police Corps program, in part because the state's extremely small population does not produce a large number of

4-year college graduates annually, the regional academy worked well. It helped save money by allowing Alaska to send a small number of qualified, deserving recruits to a quality out-of-state facility for training and instruction rather than spending limited dollars supporting an in-state facility that trained only a few students per year. In addition, the standardization of testing and selection procedures between Alaska and Washington helped Alaska expand its recruitment base throughout the state of Washington. Alaska produced Academy graduates for placement in the field for the first time in 2003, and word is already spreading among the state's municipal police agencies that the program is an attractive and cost-effective alternative to "standard recruitment."

The Alaska Police Corps program also made outreach and recruitment a major focus of its activities in 2003. The program worked closely with the Anchorage, Fairbanks, Juneau, Ketchikan, and Sitka police departments. The program also launched a statewide advertising campaign through the Alaska Public Radio Network. In addition to local recruitment, the Alaska Police Corps conducted a major recruiting trip through Montana and Idaho, neither of which have a Police Corps program of their own. Police Corps staff attended a career-fair at Idaho State University in Pocatello and made presentations at Boise State College, the University of Idaho at Moscow, Lewis and Clarke College, the University of Montana at Missoula, the University of Great Falls, and Montana State University at Bozeman.

Arizona

During 2003, the Arizona, Nevada, and Utah Police Corps programs developed and imple-

mented a curriculum for a regional academy environment for the three western states. In addition, the Central Arizona Valley Institute of Technology and the Arizona Police Corps moved forward with their partnership to develop a “model” program for law enforcement education beginning in high school and continuing on to the community college level then on to a university.

Due to budget constraints in 2003, the Arizona Police Corps was limited in recruiting applicants for training. However, the program received funding for recruiting and outreach activities and had many successes. The Arizona Police Corps co-sponsored the National Association for the Advancement of Colored People’s (NAACP’s) Forum on Law Enforcement and the Community and brought in the deputy director of the Missouri Police Corps to facilitate the forum. The Police Corps also was a major sponsor for the 14th Annual League of United Latin American Citizens (LULAC) Youth Leadership Conference. The conference encourages and motivates stu-

dents to stay in school, set their goals to attend a higher education institution, and pursue career development.

The Police Corps also was a cosponsor of the National Association of Women Law Enforcement Executives 8th Annual Conference and Pinal County’s 8th Annual Domestic Violence Conference: “Together We Can Build a Non-Violent Future for Our Youth.” Finally, for the third year, the Arizona Police Corps co-sponsored the Teddy Bear Patrol, which collects teddy bears that are distributed to police and other emergency services personnel to give to children traumatized by crime, domestic violence, or traffic accidents.

Arkansas

The Arkansas Police Corps completed its fifth training class and placed 11 certified officers with Arkansas law enforcement agencies across the state. During the 2003 training session, the cadets completed an orienteering challenge designed to demonstrate leadership, teamwork, and unity in a practical environment.



A highlight of the year was a new partnership with Share America at the University of Arkansas at Little Rock. The program works with close to 2,000 elementary and middle school children and their parents in the Little Rock school district. Share America offers education, health, and family services to participants. The education component includes a Youth Leadership Program for middle school students and the Police Corps cadets



worked primarily with this program. The Leadership Program includes 150 middle and high school students, 32 of whom make up the Youth Leadership Council. The Council coordinates, plans, and hosts activities for the other youth in the program. The council meets two Saturdays a month and participates in a week-long college tour and job shadowing program.

Colorado

The Colorado Police Corps conducted its third Police Corps Academy in 2003. The 23-week Academy consisted of more than 1,400 hours of training—more than double the hours required by the Colorado Peace Officers and Standards Board. The adult-based learning model curriculum incorporated six topical areas: leadership and values; law; physical skill development, including arrest control, driving, and firearms; community policing; patrol procedures; and investigative procedures. The cadets participated in 12 scenarios, which built on the classroom training they received and tested their ability to apply what they learned in the classroom to real-life situations.

The Colorado Police Corps recognizes the importance of preparing cadets to work with the citizens of the communities they will serve. Because Colorado has a rapidly growing Hispanic population, the cadets received 32 hours of intensive instruction in Spanish to better prepare them for the communities they will serve after graduation. The cadets also spent 2 hours a week for 13 weeks with at-risk children in the Big Brothers Big Sisters program. Law enforcement professionals and academic leaders also met with the cadets throughout their Academy training to facilitate discussions on a range of topics pertaining to social and law enforcement issues. These discussions provided the cadets an opportunity to hear from experts in the field and better understand how to apply what they learned when serving their communities.

Connecticut

The Connecticut Police Corps trained its first class of recruits at the Utah Police Corps Academy in Salt Lake City during 2003. The Connecticut recruits adapted well to being 2,300 miles from home and training at an elevation 4,500 feet higher than in their home state. Utah and Connecticut worked closely together to ensure that Connecticut achieved a high level of integrated, rigorous training that prepared its graduates well for their duties as community police officers back home.

Florida

The Florida Police Corps began its 2003 training Academy in January. Twenty-six cadets, including 10 minority cadets, graduated from the program 6 months later and were hired by one of the four law enforcement agencies participating in the program. In addition to training cadets for the partner agencies, the Florida Police Corps also trained two cadets for the Virginia Police Corps.



The 2003 class was the first Florida Police Corps class to receive confidence building and leadership exercises on the new Ropes Course. The course is an intensive team building tool and tests confidence levels on low ropes, which are a couple of feet off of the ground, and high ropes, which are more than 50 feet above the ground. The Corps also held its annual retraining seminar, attended by 38 of its 48 graduates. The 3-day seminar reinforces leadership skills, integrity, and professionalism. New topics added to the 2003 session included DNA processes, identifying and preventing terrorism, and leadership building using the Ropes course.

Cadets also continued to work with children from Big Brothers Big Sisters. During 2003, the Corps enhanced its community service program by working with the homeless at a center in Jacksonville. In addition, all members of the Class of 2003 ran in the Florida Special Olympics Run.

The Corps training successes are measured throughout each cadet's career in law enforcement. During 2003, Officer Matthew L. Doherty (Class of 2000) and Deputy Brian A. Schmick (Class of 2001) received Officer of the Month awards from the Jacksonville Sheriff's Office and the Hillsborough County Sheriff's Office, respectively.

The Florida Police Corps also had several successful outreach activities in 2003. Staff from the Florida Police Corps spent a morning presenting the Corps concept to crew members stationed aboard the U.S.S. Carney, based at the Mayport Naval Base in Jacksonville, FL. The presentation provided the Navy personnel with insight into an occupation they may wish to pursue in the future.

Georgia

The Georgia Police Corps graduated 15 cadets from the Police Corps Academy in 2003. These newly trained officers were assigned to 13 law enforcement agencies in Georgia.

During their training, all officers were actively involved in the Georgia Big Brothers Big Sisters mentoring program. Two 2003 Police Corps cadets, Jamal Graham and Erica Lent, were selected as Big Brother and Big Sister of the Year for the mentoring program, which serves six counties in Middle Georgia.

Officer Elizabeth Breiner, a 2003 Police Corps graduate assigned to the Dekalb County Police Department received the Exceptional Merit Award from her county. Shortly after assignment to her designated agency, while off duty, she encountered a burning vehicle with passengers still inside. She rescued the victims at great personal risk.

Illinois

The third class of the Illinois Police Corps graduated in August 2003. During their extensive training, cadets focused on police training and community outreach. Cadets and Police Corps staff helped with a Habitat for Humanity project in Industry, IL, by clearing the land for a home of excess shrubs and trees. This experience helped the cadets gain community recognition and experience working with the public.

To assist cadets in dealing with a diverse population, a Spanish for Police Officers course was integrated into the training curriculum. An experienced instructor helped the cadets learn not only the necessary language skills, but cultural expectations that could impact their work as officers.

Indiana

The Indiana Police Corps program began its fourth class in 2003 in a joint training venture with Ohio. The class had 26 students, nine of whom were selected by the Ohio Police Corps program.

The Indiana program had several recruitment efforts in 2003, including making presentations

at eight colleges and universities. The number of presentations has declined from previous years, however, due to the limited number of scholarships that are currently available. The program also advertised in two Indiana Business Journal publications that are aimed at high school and college juniors and seniors. The program also targeted colleges with traditionally high percentages of Hispanic and African-American students. College career fairs continue to be a productive way to reach students of different racial, ethnic, and gender groups. Staff from the Indiana Police Corps program attended career fairs at Indiana University at Bloomington, Indiana University at South Bend, Indiana University Northwest, Ball State University, Vincennes University,



The Minnesota Army National Guard Adjunct General presented an award of excellence to the Minnesota Police Corps staff and cadets for their “Shop with a Cadet” program.

Indiana State University, and IU/PU at Indianapolis. The program is also represented at the annual Senator Lugar Law Enforcement Job Fair.

Kentucky

The Kentucky Police Corps class of 2003 had 19 graduates who went to 9 agencies in Kentucky. This class was one of the best with one cadet receiving the Cadet of Distinction award for scoring 98.35 percent on written tests and receiving outstanding performance evaluations. Of the 19 graduates, 14 qualified for the fit-for-duty physical fitness award, which requires a cadet to be in the 80th percentile of the nations physical fitness standards. Ten of these cadets scored even higher—in the 90th percentile—and 1 cadet scored a 98.2 percent, the highest score ever received by any cadet or recruit at the Kentucky Academy.

The cadets worked on a number of special community service projects, including organizing games and providing food for a back-to-school event sponsored by Amigos a Amigos, an organization that provides new shoes and school supplies for Hispanic children. Cadets also coordinated with a local bike shop to conduct bike safety sessions for children and demonstrate police biking maneuvers. They also provided training and pamphlets on “Don’t Touch, Get Away and Tell an Adult,” a gun safety program; worked with a local child identification and fingerprinting program; helped clean up an elementary school playground that

was flooded in Morelia, Mexico; and assisted marathon runners and citizens during a local Fourth of July celebration. The Police Corps also incorporated the ROPES course, which allowed different youth groups to interact with the cadets in a nonenforcement environment.

During 2003, the Kentucky Police Corps participated in 15 organized recruiting events. Staff visited 12 colleges and universities in the state, participated in a high school career day, and numerous conferences. The Department of Criminal Justice Training’s public information office issued numerous press releases about the Police Corps and its cadets and articles were included in the *Kentucky Law Enforcement News* each quarter. The Kentucky Police Corps also maintains a partnership with a local radio and TV station, which allows staff to visit the station and discuss the program. They use this opportunity to recruit statewide. The stations’ news personalities also visit the training academy and participate in activities with the recruits, often resulting in live TV and radio coverage.

The 2003 cadets are now serving on patrol in their communities, and many have received promotions and recognition in their respective agencies. Honors include: one Police Officer of



the Year award; one physical fitness award; one meritorious award; and four promotions to sergeant. In addition, Police Corps instructors received several awards and commendations during 2003.

Michigan

The Michigan Police Corps Academy conducted a pilot program of domestic violence training in cooperation with the Michigan Commission on Law Enforcement Standards in 2003. A youth mentoring program and a heavy emphasis on scenario-based training remained hallmarks of the Michigan program. In addition, the Police Ethics curriculum was greatly expanded and incorporated selected readings from the Police Corps Library.

Two graduates of the Michigan Police Corps were involved in lethal force incidents during 2003. Deputy Scott Griffith (Class of 2003) of the Kankaskia County Sheriff Department, was fired on and injured by a suspect following a high speed chase. Deputy Griffith was able to return fire and disable the suspect, who was taken into custody. Deputy Griffith credited his Police Corps training with saving his life. Officer Lucas Balch of the St. Clair Shores Police Department was injured by gunfire while struggling with a sus-

"I want to thank you and the staff at Missouri Police Corps for the work you did with my class, as each of my classmates is succeeding in the field. I would also like to mention that the reputation of Police Corps Officers in St. Louis is very strong. Many departments swear by us and they will only hire within Police Corps. I think that says a lot about the training and standards that you and your staff hold us to, and I hope that the tradition continues for many more years."

Christopher C. Allen
2000 MO Police Corps graduate
Maryland Heights Police Department

pect during a narcotics arrest, but was able to retain control of the situation until assisting officers arrived.

Minnesota

The Minnesota Police Corps began its second training Academy in 2003; 14 cadets graduated and began their careers as law enforcement





officers. The Academy was conducted at Camp Ripley, an active Army National Guard base in Little Falls. There are a number of reserve officers from the base presently deployed on active duty. The Police Corps cadets came up with the idea of "Shop with a Cadet" as a fund raiser, and collected approximately \$14,000 for the families of the deployed soldiers. Families were given a set amount of money based on the number of children in the family. The cadets then went shopping with the families one evening in December at a local discount store. The cadets also gave the families gift cards for food and gas to use in the future.

The remainder of the money was given to the Camp Ripley Family Assistance Center to help needy military families in the future.

Cadets from the first Academy class are doing well in their new careers. Erika Riggs and Robert Zak have been chosen as Field Training Officers (FTOs) for the Minnesota State Patrol. In addition, Ms. Riggs and Craig

Benz are being trained as crash reconstructionists for the agency.

Mississippi

The Mississippi Police Corps began its fifth class in 2003, bringing to 68 the total number of graduates from the program. The 12 new graduates have joined municipal and county law enforcement agencies across the state.

As part of their training, the 2003 Mississippi Police Corps students mentored students weekly at an elementary school, served food to needy persons at Thanksgiving and during the Christmas holidays, adopted a needy family for Christmas and raised money to provide them with food and Christmas gifts, visited with the elderly in a nursing home and with the mentally and physically handicapped at a state hospital, and helped build a home for Habitat for Humanity. To help them understand what it is like to be homeless and hungry, the students also participated in an exercise that placed them on the streets without an evening meal. During the event, the students were exposed to a number of role players and undercover officers representing various street people. At the request of the Mississippi Police Corps staff, the local police also showed the students what it is like to be mistreated by law enforcement officers. The exercise culminated with each student being arrested on bogus charges and placed in the local jail.

Missouri

The Missouri Police Corps conducted a 1,630-hour Academy, resulting in the most highly trained law enforcement recruits in the state. The Academy incorporates military, monastic, and immersion models (i.e., little or no distractions) of learning. This model helps cadets develop a high level of decisionmaking skills. From department rules and regulations to rotating shifts, the program has proven that through reality/experiential-base training, an individual's decisionmaking ability and moral character can be strengthened, developed, and sustained beyond the Academy.

As part of their training, cadets also participate in a 4-day "mock city" exercise, which includes role players and FTOs, who ride with the cadets and evaluate their performances. The exercise creates a working city that has the look and feel of a city beat with scenarios running together. The Academy also teaches cadets about youth communication, neuro-linguistics, cultural understanding, leadership, and warfighting/counter-terrorism. During 2003, Academy training also addressed weapons of mass destruction, flying while armed, and dealing with incidents related to explosives, such as suicide and homicide bombings.

During 2003, the Missouri Department of Public Safety, Peace Officers Standards and Training Commission awarded the Missouri Police Corps the highest classification an officer can receive in the state.

Nevada

The Nevada Police Corps implemented a regional Academy in cooperation with Arizona and Utah Police Corps. Nevada's staff worked closely with staff from Arizona, Connecticut (which sent cadets to the Utah Academy), and Utah to develop a curriculum that reflected each state's mandated standards and incorporated the elements that set the Police Corps Academy apart from standard basic training academies. The Western Regional Police Corps Academy is an innovative, intensive, state-of-the-art basic training academy, which serves as a model for future regional academies.

The Nevada Police Corps is continuously challenged to locate highly qualified and determined individuals for training. Throughout the year, staff attended career fairs at Nevada and California universities, informed faculty and pertinent university staff about the program, and gave presentations to classes. Staff also met with numerous Nevada agencies to promote program awareness and demonstrate the effectiveness of hiring Police Corps graduates.



North Carolina

During 2003, North Carolina expanded its Police Corps training to include an active search of an 80,000-square-foot warehouse containing a maze of more than 20 rooms. The cadets, in teams of five, dressed in simunitions safety gear and were required to search portions of the warehouse at night under several different scenarios. Knowing that there might be an armed perpetrator in the building, fully capable of firing on them, tested each cadet's ability to react appropriately under extreme stress.

The North Carolina Police Corps Academy also continued to work with youth in outreach programs, including the Tar Heel Challenge Youth Program, the Burlington Police Explorers, and several church youth groups.

As in past years, the 2003 academy training ended with a 48-hour scenario exercise. This training is designed to expose the cadets to a myriad of routine and high-risk patrol scenarios. Cadets are partnered and expected to

respond to calls using working radios, evaluate high-risk situations effectively, and write reports and citations. The cadets are placed on 4- to 6-hour rotating shifts and patrol the community, responding to calls for service. Cadets must use all the communication and response skills taught in the Academy, and they are graded on their performance at each call. Also, FTO's from each department, along with newly assigned cadets, participate in an orientation meeting, which enables the FTOs to learn what to expect of the rookie officers and to participate in scenario-based exercises.

Ohio

The Ohio Police Corps launched its inaugural class of 10 cadets in 2003. The cadets began their 20 weeks of training in a regional training academy with the Indiana Police Corps. The success of molding these two states' law enforcement standards created a model for future regional training academies.

The Ohio Police Corps staff worked closely with the Ohio Peace Officers Training Commission to make sure that the graduating cadets were well trained. The graduating Ohio cadets trained for almost double the required training in Ohio and became certified peace officers in both Indiana and Ohio. Applications for the second class are already pouring in and police agencies have indicated they are excited about getting on board for future classes.



Oklahoma

The 2003 Oklahoma Police Corps program continued the traditional ways of prior academies. Activities included mentoring programs; pistol, rifle, and shotgun blocks; and 2 weeks of defensive tactics. In addition, community policing and the importance of public relations were emphasized. The Oklahoma Highway Patrol Law Enforcement Driving course is highly recognized, and the state's Police Corps cadets were trained by some of the best in this area. Overall, the Academy is high stress and prepares and tests the cadets for their future careers in law enforcement.

Oregon

The Oregon Police Corps evaluated its Class 11 Academy training using a quantitative instrument that measured both the relevance of training and whether cadets could still apply it 6 months after their graduation. The results verified some assumptions and influenced the design of the curriculum for the subsequent class. In 2003, cadets were dispatched to 50 scenarios throughout the Academy and participated in almost 100 more scenarios integrated into courses. In addition, each cadet volunteered approximately 35 hours at community service agencies serving immigrants and individuals with mental illnesses and developmental disabilities.

South Carolina

In 2003, the South Carolina Police Corps continued providing a 1,100-hour, 18-week training program, which emphasized ethics, leadership, and mastery of practical law enforcement skills. In addition to enhancing advanced counter terrorism, critical incident simulation, and advanced Spanish language training, the program added classes dealing with special populations in the community. For example, in addition to their traditional comprehensive training in cultural diversity and special populations, cadets attended classes on elder abuse and on dealing with persons with disabilities.

The cadets also participated in numerous outreach activities that helped contribute to quality-of-life in the community. Youth from the local teen drug court participated in joint activities and received mentoring from South Carolina Police Corps cadets. Combined projects with the Livability Court, which is designed to resolve citizen disputes involving property maintenance, animal control, etc., enabled cadets to assist citizens in mediating matters before the court. The cadets also worked with area faith-based and service organizations on a number of community projects, including cleaning up residential debris and graffiti and making home repairs for disadvantaged families.





Texas

The Texas Police Corps redesigned its program in 2003 under a new lead agency, Sam Houston State University, College of Criminal Justice. The program developed a robust and innovative Academy curriculum for cadet training, exceeding state-mandated training by 750 hours. The new training curriculum includes an extensive scenario-based training component. Cadets are professionally filmed with audio during practical training exercises, which allows for instant playback. Having this technology provides instant cadet, peer, and instructor assessment. Mistakes made in training can easily be identified and corrected.

Texas Police Corps cadets are also provided the opportunity to train alongside municipal, county, and state command officers and police chiefs by attending seminars and leadership training at the Law Enforcement Management Institute of Texas, which is the state training facility at the College of Criminal Justice. Training topics include counter-terrorism, incident command, and leadership. The Institute also provides legislative training to every police chief in the state of Texas bi-annually, and cadets are allowed to participate in the

training with these law enforcement leaders. This training provides valuable exposure to the leadership in law enforcement for the state of Texas.

Utah

The Utah Police Corps program conducted its sixth and seventh academies during 2003. The sixth class trained cadets for Arizona, Nevada, and Utah; the seventh class trained cadets for Arizona, Connecticut, Nevada, and

Utah. All of the cadets from both classes have successfully passed the state exam for their respective states and have been certified.

Each Academy class participated in the Big Brothers Big Sister program helping underprivileged youth. In addition, cadets from the seventh class put together backpacks for children. The Salt Lake City Police Department gives the backpacks to children to help ease the trauma when they are taken from their homes



and placed with Child Protection Services.

The Utah Police Corps made its first payment to a dependent of a slain officer in July 2003. Officer Cecil Gurr, chief of the Roosevelt City Police Department, was shot in the head while diverting the attention of an armed man who had been abusing his girlfriend. The chief's son, Slade, joined the 8th Academy class in 2004.



The Utah Highway Patrol also presented awards to several past Academy graduates now working for the agency. Duane Hunt received an award for the most confiscated drugs. Dave Moreno was recognized for serving the most warrants. Thomas DeCarlo was honored for investigating the most accidents and Lisa Steed received an award for making the most arrests of persons driving under the influence. In addition, Police Corps graduate Karen Jones was the first officer to respond to a "suspicious persons" complaint early in 2003, which led to the recovery of Elizabeth Smart, who had been missing from Salt Lake City since June 2003.

Washington

The Washington Police Corps conducted its first regional training Academy in 2003, partnering with the Alaska Police Corps. This historic accomplishment represented the first Police Corps class for Alaska and the fifth for Washington. Training was conducted in Seattle. Although staff from the Washington program conducted the bulk of the training, priority was placed on ensuring that staff and subject matter experts from Alaska were continually present

and facilitated as much of the academy training as possible. The Alaska graduates returned to their respective law enforcement agencies fully certified as law enforcement officers in the state of Alaska.

The 2003 training focused on enhancements in six areas: community outreach, leadership, problem solving, selection, scenario training, and technical skills. Most notable was the work the recruits did with at-risk youth at the Seattle Boys and Girls Club. The recruits spent at least 2 hours a week mentoring to the youth, assisting them with homework, doing art work, conducting fitness, and helping them develop their reading skills. Boys and Girls Club staff commented on the significant improvements, both academically and socially, they have seen in the youth since the mentorship program began. The recruits in turn noted that the mentorship program was one of the most rewarding and beneficial components of the academy training.

Wisconsin

The Wisconsin Police Corps began training its third class in September 2003. The Police Corps recruits trained at the Wisconsin State

Patrol Academy on Fort M Coy. The U.S. Military and the Wisconsin State Patrol Academy provide support for the Police Corps program, including active firearms ranges, driving course, shooting house, confidence and conditioning courses, and physical fitness training facilities.

The Wisconsin Police Corps has become so popular with law enforcement agencies that area chiefs of police are creating a demand for an increasing quantity which the training program cannot meet of Police Corps graduates. Growing agency interest demonstrates the quality of training. In fact, agencies are asking how “they can get in on the action.” Some police chiefs have asked why the Police Corps does not simply train all entry level police officers in the state. The Academy also receives high marks from police agencies for the training the Police Corps officers on their forces have received in report writing and practical skills. The demonstration of Police Corps graduates’ personal skills results in good human relations, which reduces the chances of personnel complaints and increases officers’ value during high stress situations, including deciding when to use force. Two Police Corps graduates who were involved in deadly force situations received agency recognition for their positive performance and excellence in this area.

Police Corps Staff Development Program

Police Corps training demands much of Police Corps trainers and staff. The Police Corps Staff

Development Program, administered through the University of Southern Mississippi and the Mississippi Police Corps, provides them with much needed support.

During 2003, the Police Corps Staff Development Program conducted a development school in Hattiesburg, MS, based on The Principles for Selection and Training, which provides a road map for teaching the goals and philosophy of Police Corps training. The class included more than 20 participants from 14 states. Levels of experience varied greatly, which enhanced exercises in teamwork, debate, respect, and leadership. Courses were selected and designed to provide trainers and directors with a better understanding of Police Corps and to provide concrete suggestions and experiences about how to create an academy experience that meets all of *The Police Corps Principles for Selection and Training*.

The Police Corps Staff Development Program took over responsibility for organizing and providing logistical support for the quarterly Police Corps Director’s meetings. The staff provided travel, agenda, and logistic information to all state directors prior to the meetings, and submitted detailed minutes of the meetings to the national Director of the Office of Police Corps 2 weeks after the meetings concluded.

The Staff Development Program also developed a process to assess state training activities. The first visits, which took place in 2003, are discussed in the next section.

Assessment Visits and Performance Surveys

Assessment Visits

In the early fall of 2002, the Director of the Office of the Police Corps asked the Police Corps Staff Development Program to further define Police Corps training standards and to develop a process to assess training activities in participating states.

To satisfy the goals and philosophy of Police Corps training, the Staff Development Program developed 10 “core” principles for training in 2002. These principles define core selection and training requirements for the national Police Corps training program.

The Staff Development Program established an on-site assessment process for Police Corps academies to determine if The Police Corps Principles for Selection and Training were being adequately delivered by Police Corps training throughout the nation.

During 2003, the Staff Development Program conducted four pilot assessments in Minnesota, Mississippi, South Carolina, and Utah. The assessment team was composed of directors and trainers from Police Corps states. The team was organized through a joint process of nomination and appointment within the organization. This same process was used to prepare for the assessment of all Police Corps programs. The assessment team gathered best practices from each of the pilot states and submitted them to the Office of Police Corps for final review and approval.

Performance Surveys

A U.S. House of Representatives Conference Report that accompanied the FY 2003 appropriations bill requested that the OJP Police Corps program determine the effectiveness of Police Corps officers.





In response to this mandate, the Police Executive Research Forum (PERF), Washington, DC, assessed the overall effectiveness of Police Corps graduates in 2003. The assessment focused on graduates' abilities to:

- ◆ Engage the community in collaborative problem solving.
- ◆ Work with diverse communities.
- ◆ Improve citizen trust in the police in order to increase police-citizen collaboration.

Because Police Corps training emphasizes leadership and ethics, evaluators also examined the extent to which these characteristics were evident in graduates. Lastly, the assessment sought to determine the extent to which Police Corps graduates are respected and admired by their professional peers and supervisors.

Evaluators used written and telephone surveys as part of the evaluation strategy. The surveys were developed jointly by PERF and DOJ. The written surveys were sent to all agencies that have employed Police Corps graduates. One survey was sent to law enforcement executives and a different survey was sent to their supervisors. Both of these "customer satisfaction" surveys were designed to elicit information from chiefs and supervisors regarding their

impressions of Police Corps graduates. Evaluators also used telephone interviews and a focus group of Police Corps stakeholders to collect information about the actual performance of Police Corps graduates. Evaluators employed the telephone survey and focus group to gather a richer picture about the performance of Police Corps graduates.

The response rate for both law enforcement executives and their supervisors was high (82.6 percent), and findings from both the surveys and the focus group indicate that Police Corps graduates are performing very well.

Evaluators found ample evidence that Police Corps graduates perform at a high level with regard to the eight domains of Police Corps training and contemporary police work: skills, legal, leadership, ethics, problem solving, communication, wellness, and community.

Both law enforcement executives and supervisors indicated that Police Corps graduates are well prepared when they arrive from training and also perform at a high level. Law enforcement executives indicated that the Police Corps graduates were superior to regular academy graduates. However, the supervisors were split, with slightly more than half responding that Police Corps graduates and officers, who graduated from the regular academy, were more equal in terms of their performance and ability.

In addition, a majority of executives and supervisors indicated they would be in favor of supervising additional Police Corps graduates if they had the opportunity to do so. Executives also indicated that they were very satisfied with the assistance provided by the Police Corps program with regard to recruitment and selection.

One area of the Police Corps program that needs improvement, according to focus group participants, is marketing. These participants reported that many recent college graduates

who are interested in policing have not heard about the Police Corps program.

Additional Surveys

The Police Corps program also received positive feedback from several other sources during 2003.

Oregon Police Corps

Findings were positive from a survey Lee Ayers Scholsser, Ed.D., Ph.D., a professor at Southern Oregon University, conducted with Police Corps graduates in her state of Oregon. Dr. Scholsser presented her findings in a paper (cowritten by Charles A. Scholsser, Ph.D., of Nova Southeastern University) at the National Academy of Criminal Justice Sciences 40th Annual Conference in March 2003 in Boston, MA.

Oregon was one of the first six states to receive Police Corps funds in 1996 to train college graduates for work as law enforcement officers. As of March 2003, the state had conducted 11 academies, graduated 130 cadets, and sent graduates to 16 Oregon law enforcement agencies. Dr. Ayers Scholsser reported that eight members of the 11th Academy class (the most recent at the time of the survey), who were interviewed 3 weeks before completing their training, were confident that the Academy had prepared them well for their future law enforcement assignments. Moreover, all of them said the training was harder, but better, than anything they had experienced before.

Just as importantly, Dr. Ayers Scholsser found that many of the past Oregon Police Corps Academy graduates were staying with their law enforcement agencies even after their 4-year commitments had ended. Of 10 graduates interviewed (1 from each class), all who had completed their 4-year commitment remained with their agency. All of the graduates reported that

they were happy as police officers, and several said they “loved policing,” adding it was their calling. However, some of the graduates indicated that a slow job market was one of the reasons they were staying on the job. All the graduates praised the Police Corps training they received. In fact, all said they would have participated in the training program even if they each had not received a \$30,000 scholarship.

In addition, Oregon Field Training Officers who work with Academy graduates during their probationary first year after graduation, hold the program in high regard. According to Dr. Ayers Scholsser, Randy Butler, of Portland’s Police Department, finds that the Police Corps graduates “come to us prepared, their eyes wide open to the world where people live with problems-serious problems.” Scott Fleuter, chief of the Ashland Police Department, said that the Police Corps



Academy graduates “bring something to the department that regular hires don’t,” and Eric Mellgren, Medford Police Chief, reports that participating in the Police Corps program has worked well for his department.

Assessment of Agency Satisfaction

“An Assessment of Law Enforcement Agency Satisfaction With the Police Corps Program,” a 2003 dissertation written by Karla McCary Pope from the University of Southern Mississippi, also found that law enforcement agencies participating in the Police Corps program are satisfied both with their participation in the program and with the performance of the officers trained by the program. The author sent surveys to 269 law enforcement agencies in 16 states that had Police Corps programs between 1997 and 2002. Close to 200 agencies responded to the survey.

In addition to assessing agency satisfaction with the program overall, the survey also iden-

tified predictors of agency satisfaction, including financial reimbursement. Initially, the federal Police Corps program awarded local and state agencies that hired Police Corps graduates \$10,000 annually for each graduate’s first 4 years of service with the agency. In November 2002, Congress eliminated this funding. The dissertation survey was sent out in 2003, after the funding cuts took place. According to the dissertation, the number of Police Corps officers employed by an agency may serve as a predictor of agency satisfaction with the regard to financial reimbursement. The author also heard, through informal conversations with police chiefs from the smaller agencies who responded to the survey, complaints about this loss of funding. However, all of the police chiefs with whom the author spoke said they would continue participating in the program, despite the loss of funds, because of the superior officers that have come to them from the Police Corps program.



Congressional Reports

Incorporating Effective Police Corps Training Techniques into State Academies

Caliber Associates also reviewed Police Corps training techniques to determine whether the techniques could be applied to other law enforcement academies. Based on Police Corps cadet surveys, focus groups, and other data collection, Caliber found numerous examples where key ingredients to learning were occurring. Examples include:

- ◆ Stimulus response elements in physical skills and simulation training exercises, which model the psychological realities of policing.
- ◆ General rules and theoretical principles that underlie the content and are taught along with applicable skills or specific knowledge.
- ◆ A moderate variety of relevant examples repeated a few times rather than using one example repeatedly. (This was best exemplified by the modular training process and the integration of the eight core domains of policing throughout the curriculum.)
- ◆ Training sessions appropriately spaced over time, which produces the potential for greater transfer than sessions presented in a more condensed time frame.
- ◆ Extensive testing and feedback systems that have been formalized or are in the process of being formalized.

Caliber went on to report that the effective training techniques used by Police Corps are effectively addressing critical contemporary concerns such as partnering with the community and dealing with adversity and are applying the latest in adult learning theory and experiential approaches to recruit training.

Caliber singled out several instructional activities that could be adapted by other law enforcement training academies, including:

- ◆ Enhanced lectures, including the use of tabletop exercises, breakout groups, and multi-media.
- ◆ Greater use of problem solving exercises.
- ◆ Case studies; role-playing, and simulations.
- ◆ Games that include conflict, control, and rules for winning to reinforce principles or present new information in an engaging way.
- ◆ Demonstrations to show participants how to perform a task or use a procedure.
- ◆ Study or breakout groups to introduce a cadet to participant learning and increase familiarity with technical information quickly.

Caliber went on to note that time and resource constraints and a perception of relevance at the state and local levels may impede the incorporation of Police Corps techniques by other law enforcement training academies.



Outreach

The Police Corps Act requires state Police Corps programs to reach out to prospective applicants among members of all racial, ethnic, and gender groups. During 2003, state programs continued to make special efforts to meet this goal. In addition to maintaining web sites and addressing criminal justice groups, they worked closely with colleges that have a high proportion of minority students, contacted school counselors, placed advertisements in a wide range of community and campus newspapers, met with student groups of all types, and spoke to community organizations, churches, and ethnic associations.

The state programs worked hard during the year to recruit cadets from a variety of backgrounds and to publicize the program. The Arizona Police Corps program, for example, worked closely with the National Association for the Advancement of Colored People and League of United Latin American Citizens (LULAC) during 2003. In Alaska, the state director participated in a statewide teleconference with deans from the state's rural college campuses. Staff from the Florida Academy introduced the Police Corps concept to crew members stationed aboard a ship at the Mayport Naval Base in Jackson, FL.

Many states also successfully publicized their Police Corps programs. A morning television show in Florida featured the cadets in live television spots throughout the morning. The same program was also highlighted on a cable television show sponsored by the Jacksonville Sheriff's Office. In Kentucky, the state's Department of Criminal Justice Training released numerous press releases about the Police Corps; articles were included in the *Kentucky Law Enforcement News* quarterly; and

the Police Corps staff maintained a successful partnership with a local radio and TV station.

In addition, the many community activities the cadets participated in called attention to the Police Corps. During 2003, cadets were involved in a number of public service projects, including mentoring; working with the homeless, elderly, and mentally and physically disabled; assisting with faith-based youth groups; helping the families of deployed service men and women; and rebuilding a school playground in Mexico.

As part of its outreach efforts, the Office of the Police Corps publicized the program at conferences of the Academy of Criminal Justice Sciences and the National Association of Student Financial Aid Administrators, promoted the Police Corps in the Black EOE Journal and G.I. Jobs Military Guide to Transition and Education, and maintained relationships with a number of national law enforcement organizations and associations.





Future Directions for 2004

During calendar year 2004, the Office of the Police Corps intends to focus on economic use of resources and efficient numbers. Priorities will include the following:

- ◆ Enhance the terrorism prevention and response training provided in Police Corps academies.
- ◆ Apply the evaluation of the feasibility of incorporating successful Police Corps training techniques in state and local law enforcement academies.
- ◆ Continue the peer assessment team process and evaluate up to 10 more state Police Corps training programs.



Appendices

**Appendix 1:
Lead Agencies for the Police Corps**

**Appendix 2:
Status of Police Corps Participants
as of December 2003**

**Appendix 3:
Police Corps Contacts**

Appendix 1:

Lead Agencies for the Police Corps

Alaska	Fairbanks Police Department / University of Alaska at Fairbanks
Arizona	Arizona POST /Central Arizona College
Arkansas	University of Arkansas at Little Rock
Colorado	Colorado Department of Public Safety
Connecticut	Connecticut Peace Officers Standards and Training Council
Florida	University of North Florida
Georgia	Georgia Public Safety Training Center
Illinois	Illinois Law Enforcement Training & Standards Board
Indiana	Indiana Criminal Justice Institute
Kentucky	Kentucky Department of Criminal Justice Training
Maryland	Governor's Commission on Crime Control and Prevention
Massachusetts	Massachusetts Criminal Justice Training Council
Michigan	Criminal Justice Institute at Ferris State University
Minnesota	Minnesota Department of Public Safety
Mississippi	University of Southern Mississippi
Missouri	Mineral Area College
Nevada	Nevada Commission on Peace Officer Standards and Training
North Carolina	North Carolina Department of Crime Control and Public Safety
Ohio	University of Toledo
Oklahoma	Oklahoma Department of Public Safety
Oregon	Oregon Department of State Police
South Carolina	The Citadel, in partnership with South Carolina Department of Public Safety
Texas	Sam Houston State University
Utah	Utah Department of Public Safety
Virginia	Virginia Department of Criminal Justice Services
Washington	Washington Criminal Justice Training Center
Wisconsin	Wisconsin Office of Justice Assistance

Appendix 2: Status of Police Corps Participants as of December 2003

Status	Number
High school	0
College freshman	7
College sophomore	11
College junior	45
College senior	175
Awaiting Police Corps training	40
In Police Corps training	120
Ready to commence service	20
1st year of required service	360
2nd year of required service	358
3rd year of required service	182
4th year of required service	129
5+ years of service	127
Other	23
Total	1,597

Appendix 3:

Police Corps Contacts

Alaska

www.uaf.edu/akcorps/
800-221-0083

Arkansas

www.ualr.edu/arpolicecorps
888-311-6831

Arizona

www.azpolicecorps.com
800-460-1395

Colorado

www.dcj.state.co.us/policecorps
866- 832-6258

Connecticut

www.post.state.ct.us/police%20corps.htm
203-238-6638

Florida

www.floridapolicecorps.com
904-713-4896

Georgia

www.gapolicecorps.org
877-267-4630

Illinois

www.ptb.state.il.us/police_corps/index.shtml
309- 298-3350

Indiana

www.in.gov/cji/policecorps
877-824-6948

Kentucky

www.kypolicecorps.com
866-592-6777

Michigan

www.ferris.edu/education/michiganpolicecorps/
231-591-2710

Minnesota

www.dps.state.mn.us/patrol/policecorps/
651-628-6722

Mississippi

www.mississippipolicecorps.org
800-767-7334

Missouri

www.mocorps.org
866-267-7787

Nevada

www.nevadapolicecorps.state.nv.us
877-592-6777

North Carolina

www.ncpolicecorps.org
919-773-2823

Ohio

ohiopolicecorps.utoledo.edu/
419-530-4142

Oklahoma

www.dps.state.ok.us/policecorps/
877-898-2212

Oregon

www.oregonpolicecorps.com
800-848-3957

South Carolina

www.citadel.edu/scpolicecorps
843-953-6908

Texas

www.texaspolicecorps.com
936-294-3344

Utah

www.policecorps.utah.gov
801-965-4650

Washington

www.cjtc.state.wa.us/policecorps/index.htm
866-492-7472

Wisconsin

policecorps.wi.gov
608-266-7185

Note: Maryland, Massachusetts and Virginia ceased operation in 2004. Therefore they are not included in this list and no longer maintain a web site.

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Office of the Police Corps and Law Enforcement Education
U.S. Department of Justice
810 Seventh Street, NW
Washington, D.C. 20531
Telephone — 888-94-CORPS
Web site — <http://www.ojp.usdoj.gov/opclee>

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